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ABSTRACT

The foreign language teacher training program described here is competency-based and therefore assumes the use of stated assessment criteria. Foreign language teacher competencies are listed in three categories: (1) content area, (2) learning-teaching process, and (3) teacher-school-community and profession. The team leader responsible for evaluating an intern's performance is required to provide supportive evidence for his judgments in each competency area. This evidence can include annotated interviews, annotated observations, video and/or tapes, and simulations and reports of cooperating teachers. Many of the competencies listed here can be measured objectively, others only subjectively. For those competencies which are most subjective, parameters of behavior are included to guide team leaders and interns. The SUNY Buffalo program leading to a provisional certificate in the teaching of French is described in detail. (Author/PMP)

ED 098831

A Competency-Based and Field-Centered

Teacher Education Program

In French:

Teacher Competencies

and

Evidence of Achievement

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FL 006 623

1974

State University of New York at Buffalo

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Competency-Based and Field-Centered
Teacher Education Programs

A competency-based teacher education approach assumes the use of stated assessment criteria--knowledge (what a prospective teacher should know), performance (what a prospective teacher can do) and products (what a prospective teacher can achieve in learners).

The competencies for a foreign-language teacher are listed in three categories: content area, learning-teaching process and teacher-school-community and profession. Each competency area calls for "supportive evidence." This could include annotated interviews, annotated observations, video and/or audio tapes, simulations and reports of cooperating teachers. While interns will be encouraged to seek support concerning their demonstration of competency from other personnel in the system, the final authority is the team leader. Furthermore, it is the responsibility of the intern to keep his own booklet and to seek the signature of the team leader when competence has been demonstrated.

Some competencies seem to lend themselves to a single level of performance whereas others have room for additional demonstration by the intern; therefore, some competencies will have more than one level. The levels are as follows:

Performance Level: The program intern has demonstrated acceptable competence in a given classroom and/or other specific practical situations.

Expert Level: The intern has demonstrated competence beyond the performance level.

Many of the competencies contained in this document can be measured very objectively; others must be measured subjectively. Until subjectivity is removed from the teaching act, we must live with the dangers inherent in any subjective judgement. In those competencies which are most subjective parameters of behavior have been included to guide team leaders and interns.

Content Area

Minimal Competencies to be Assessed before Internship

A. Practical Command of the Language

Competencies:

- 1.10 Understand the foreign language as spoken by a native at a normal conversational tempo.
- 1.20 Speak the language with sufficient command to carry on a conversation with a native speaker.
- 1.30 Read material of a general nature with immediate comprehension.
- 1.40 Write on general topics with clarity and correctness.

Assessment Procedure and Conditions:

In spontaneous conversations on topics of a general nature and in university lectures on non-technical subjects in which the candidate has some knowledge he is able to understand what is said.

In situations as described above and on the material that he has been assigned to read the candidate is able to answer, ask questions and make comments in the foreign language.

The candidate will read with immediate comprehension, material of average difficulty (material that is neither technical nor esoteric).

The candidate is able to write simple straightforward letters, take lecture notes, write reports or summaries of assigned readings with no errors in basic grammar.

Assessment Criteria:

Competence in understanding, speaking, reading and writing is determined by passing scores on a nationally-normed test such as the MLA Proficiency Test, or by the professional judgment of appropriate experts who use established and well-defined criteria, i.e., FSI Test.

B. Language Analysis

Competencies:

- 2.10 Analyze and apply his analysis of the phonology, morphology and syntax of the source and target languages.

Assessment Procedure and Conditions:

The candidate prepares drills and exercises which lead to accurate pronunciation and which fit the appropriate structures; he recognizes errors in phonology, morphology and syntax, diagnoses the origin of these errors, selects and devises exercises, drills and techniques to correct them.

Assessment Criteria:

The candidate's competence is determined by passing scores on a nationally-normed test such as the MLA Proficiency Test, by receiving passing scores on mastery tests in phonology, morphology and syntax, or by demonstrated application as observed and evaluated by the appropriate experts.

BEST COPY AVAILABLE**C. Culture****Competencies:**

- 3.10 Describe the principal ways in which the people within a foreign culture(s) behave as compared with Americans.

- 3.20 Relate significant geographical, social, political and economical features of the country to its contemporary culture. Point out significant historical, artistic and literary movements, their inter-relationships with each other and with contemporary culture.

Assessment Procedure and Conditions:

Given a category (family life, educational and vocational pursuits, leisure time activities, etc.), the candidate will describe the foreign cultural pattern and compare it with the American.

Given a significant geographical feature, historical event, contribution in the arts, specific social or political institution, the candidate will be able to explain its significance and effect on contemporary life in the foreign country (or countries).

Assessment Criteria:

The candidate's competence is based on norms established through written and oral tests and through simulations and demonstrated application as observed and evaluated by appropriate experts.

Supportive evidence:

.....

 Team Leader

.....

 Date (Certification of Competence)

Learning-Teaching Process

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A. Competencies--Curricular Objectives

- 1.00 Since the development of a unit of study is a selection process, the teacher shall be able to:
- 1.10 identify sources of potential input such as society, needs and interests of students, State or local FL syllabi, current textbooks, etc.
 - 1.20 identify sources of potential learning activities
 - 1.30 identify the general goals of the unit
 - 1.40 sequence the content
 - 1.50 identify a variety of learning activities that could be used to reach the desired level of learning
 - 1.60 identify strategies for evaluating the FL unit
- 2.00 Since objectives are necessary in the development of a lesson plan, the teacher shall be able to identify objectives that:
- 2.10 are in a behavioral form
 - 2.20 are consistent with the intellectual maturity of the students
 - 2.30 provide for positive attitudinal changes towards the subject
 - 2.40 provide for the development of manipulative skills appropriate to the subject
 - 2.50 provide for the development of cognitive skills beyond the recall level
- 3.00 Identify some curriculum models, indicate the various points of decision making and suggest the effects that one decision may have on other elements of the model.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will plan daily, unit and long-range plans to demonstrate an ability to state objectives clearly and the procedures for achieving them in each type of plan.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts who use appropriate check lists, the candidate demonstrates an ability to prepare effectively daily, unit and long-range plans.

Team Leader

Date (Certification of Competence)

B. Competencies--Instructional Modes

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- 1.00 Since instructional modes are necessary in the lesson plan, the teacher shall be able to:
 - 1.10 utilize each of the following instructional modes: individual activities, group activities, discussion, student questions and answers, thought provoking and open-ended questions, supervised student practice, differentiated modes of instruction to individualize learning (i.e., assignment, grouping, packets, activities, etc.)
- 2.00 Since sequencing and feedback are necessary in the lesson, the teacher shall be able to identify and utilize:
 - 2.10 a learning activity that captures the student's attention at the start of the lesson
 - 2.20 a sequence of learning activities meaningful to the students
 - 2.30 a sequence of learning activities that maintain student attention throughout the lesson
 - 2.40 learning activities that relate previous learning to the learning in the lesson
 - 2.50 learning activities that relate subsequent work and assignments to the present work
 - 2.60 immediate feedback from the students to alter the planned sequence of learning activities
 - 2.70 immediate feedback from the students on the pace of the planned activities
 - 2.80 immediate feedback on the effectiveness of the activity to the individual and to the group

Assessment Procedures and Conditions:

The candidate will demonstrate the ability to develop effective instructional sequence according to an established model of instruction.

Assessment criteria:

Based on the evaluation of a team of experts who use observational instruments and who observe the performance of the candidate, the prospective teacher demonstrates effectively skill in group dynamics to maximize effective learning.

Supportive evidence:

Team Leader

Date (Certification of Competence)

- 1.00 Since efficiency, as well as effectiveness, is necessary in the instructional process, the teacher shall be able to identify and utilize:
 - 1.10 a system of clerical efficiency with respect to the paper work required of all teachers
 - 1.20 a system to organize instructional materials (i.e., textbooks, charts, models, etc.)
 - 1.30 a system for the efficient processing of equipment and supplies
- 2.00 Since teachers must communicate with students, the teacher shall be able to:
 - 2.10 write in a legible, visually dynamic and accurate form (i.e., via the chalkboard, overheads, handouts, etc.)
 - 2.20 speak in an audible way (i.e., appropriate volume, diction, pitch, speed, etc.)
 - 2.30 utilize non-verbal communication to express control, directions, approval, disapproval, etc.

Assessment Procedures and Conditions:

The candidate will prepare samples of various types of teaching materials such as ditto masters, overhead projector transparencies, flash cards, and simple sketches and cartoons.

Assessment Criteria:

The candidate prepares adequately the various types of teaching materials requested.

Supportive evidence:

Team Leader

Date (Certification of Competence)

D. Competencies--evaluation

- 1.00 Since measurement and evaluation are essential in assessing learning, the teacher shall be able to:
 - 1.10 identify, select and develop measurement techniques that:
 - 1.11 assess learning identified as important during instruction
 - 1.12 are related to specific instructional objectives
 - 1.13 are valid and reliable
 - 1.20 utilize the results from measuring instruments to determine:
 - 1.21 the potential weakness of instruction
 - 1.22 learning problems of individuals and the entire group
- 2.00 Given a linguistic feature (phonology, vocabulary, morphology, syntax) students prepare discrete items in the four basic skills.

Assessment Procedures and Conditions:

Given a determined language feature, the candidate will demonstrate an ability to prepare and to administer instruments of evaluation to measure skills taught in accordance with established objectives.

Assessment Criteria:

Based on the evaluation of a team of experts who observe the performance of the candidate, the prospective teacher demonstrates the ability to prepare (or select) and to administer effectively instruments of evaluation to measure achievement of his students in accordance with established goals.

Supportive evidence:

Team Leader

Date (Certification of Competence)

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E. Competencies--media

- 1.00 Since multi-media are useful in the instructional process, the teacher shall be able to identify:
- 1.10 and utilize a wide range of written material
 - 1.20 and utilize a wide range of audio-visual materials (i.e., films, filmstrips, slides, transparencies, TV tapes, audio tapes, pictures, etc.)
 - 1.30 and utilize appropriate instructional equipment (i.e., movie projectors, filmstrip projectors, slide projectors, overhead projectors, duplicators, etc.)
 - 1.40 and modify available instructional materials to function within the limitations of classroom or building facilities.

Assessment Procedures and Conditions:

The candidate will select and use appropriate audio visual materials and equipment effectively.

Assessment Criteria:

The candidate demonstrates the ability to use equipment and audio visual aids essential to effective foreign language instruction as noted during observation of classes taught by the prospective teacher.

Supportive evidence:

Team Leader

Date (Certification of Competence)

F. Competencies--teaching the four basic skills and culture

- 1.00 The candidate will demonstrate effective techniques for teaching comprehension of the spoken foreign language.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will select suitable materials and will demonstrate appropriate techniques for development of aural comprehension of the selected material.

Assessment Criteria:

Based on the evaluation of a team of experts who observe the performance of the candidate, the prospective teacher demonstrates ability to use effective techniques to achieve aural comprehension.

Supportive evidence:

F. Competencies--teaching the four basic skills and culture (Continued)

- 2.00 The candidate will demonstrate effective techniques for teaching the learner to speak the foreign language.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will select suitable materials and will demonstrate the appropriate techniques for the development of oral communication commensurate with the level of the learner.

Assessment Criteria:

Based on the evaluation of a team of experts who observe the performance of the candidate, the prospective teacher demonstrates the necessary skills to develop oral communication in the target language commensurate with the level of the learner.

Supportive evidence:

- 3.00 The candidate will demonstrate effective techniques for teaching the learner to read the foreign language.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will select suitable materials and will demonstrate appropriate techniques for the development of reading (intensive, extensive and supplementary) commensurate with the level of the learner.

Assessment Criteria:

Based on the evaluation of a team of experts who observe the performance of the candidate, the prospective teacher demonstrates acceptable techniques to develop reading comprehension appropriate to the level of the learner.

Supportive evidence:

- 4.00 The candidate will demonstrate effective techniques for teaching the learner to write the foreign language.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will select suitable materials and will demonstrate the ability to use effective techniques to teach writing.

Assessment Criteria:

Based on the evaluation of a team of experts who observe the performance of the candidate, the prospective teacher demonstrates the ability to use effective techniques to teach writing commensurate with the level of the learner.

Supportive evidence:

F. Competencies--teaching the four basic skills and culture (Continued)

- 5.00 The candidate will demonstrate effective techniques for teaching the learner the culture of the peoples whose language is being studied.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will select suitable objectives and will demonstrate appropriate techniques for the development of cultural understanding commensurate with the level of the learner.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate demonstrates techniques to teach cultural items effectively within the cognitive and affective domains commensurate with the level of the learner.

Team Leader

Date (Certification of Competence)

G. Competencies--building an instructional climate and environment

The competencies on building an instructional climate are to be evaluated during the intensified field experience by a team of experts.

- 1.00 Since information concerning individual needs and differences is necessary for classroom decisions, the teacher shall be able to:

- 1.10 identify information related to individual students from the following sources: verbal pretests, non-verbal pretests, school records, etc.
- 1.20 evaluate and utilize such information to determine the pupil's ability for learning a foreign language
- 1.30 measure and record the level of achievement of a pupil
- 1.40 describe the stage of development of individual pupils in each of the following areas: physical, emotional, social and intellectual

- 2.00 Since pupil ability, background and level of development affects classroom decision, the teacher shall be able to:

- 2.10 utilize this data to select appropriate learning strategies and prepare appropriate lessons.

Assessment Procedures and Conditions:

Given a determined teaching situation, the candidate will take into consideration students' needs and differences in developing appropriate objectives of instruction and in selecting curriculum.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts who observe the behavior of the candidate, the prospective teacher demonstrates the ability to identify, utilize and evaluate students' data in order to select appropriate learning strategies and to prepare appropriate lessons.

Team Leader

Date (Certification of Competence)

G. Competencies--building an instructional climate and environment (Continued)

- 3.00 Since appropriate communication skills are necessary to facilitate learning, the teacher shall be able to:
- 3.10 utilize vocabulary, terminology and analogies suitable to the student's developmental level
 - 3.20 demonstrate appropriate oral communication in classroom presentation by each of the following: proper enunciation, proper pronunciation, appropriate modulation and appropriate amplification
 - 3.30 present material logically as evidenced by utilizing deductive and/or inductive methods of presentation.

Assessment Procedures and Conditions:

Given a specific teaching situation, the candidate will use appropriate communicative skills to facilitate learning.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate demonstrates effective oral communication and presentation of materials.

Supportive evidence:

Team Leader

Date (Certification of Competence)

G. Competencies--building an instructional climate and environment (Continued)

- 4.00 Since an appropriate classroom climate must be created and maintained for learning to take place, the teacher shall be able to:
- 4.10 identify and utilize behavioral objectives in planning and presenting lessons
 - 4.20 state to the pupils at an appropriate time, the course goals and objectives
 - 4.30 consistently state to the pupils the basis for evaluation of the course work prior to the commencement of the course work
 - 4.40 identify and utilize a learning atmosphere conducive for pupils working independently or in groups
 - 4.50 arrange objectives and learning experiences in a logical sequence
 - 4.60 maintain as an objective the cultivation of each of the following social skills: cooperation, idea-exchange, shared problem solving, self evaluation, group evaluation, responsibilities
 - 4.70 utilize experiences conducive to developing the following attitudes: curiosity, rationality, open-mindedness, positive self concept, creativity, objectivity, honesty, humility, tolerance for other cultures
 - 4.80 maintain an atmosphere of mutual respect
 - 4.90 solve individual pupil problems (i.e., social, psychological, educational, etc.) by: recognizing that a problem exists and utilizing appropriate supporting agencies to help the pupil.

Assessment Procedures and Conditions:

Given a specific teaching situation, the candidate demonstrates the ability to develop an appropriate classroom climate conducive to learning.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has shown the ability to construct various learning environments whereby students worked effectively towards identified objectives.

Team Leader

Date (Certification of Competence)

G. Competencies--building an instructional climate and environment (Continued)

- 5.00 Since unacceptable behavior of individual students is not conducive to a learning environment, the teacher shall be able to:
- 5.10 recognize that discipline problems may arise in a classroom because of one or more of the following professional reasons:
 - 5.11 poor planning with an insufficient variety of learning experiences
 - 5.12 improper management of class time
 - 5.13 insufficient pupil participation
 - 5.14 lack of voice control
 - 5.15 obscure or vague objectives for the lesson
 - 5.16 lack of recognition of pupil's needs
 - 5.17 unsatisfactory physical environment (i.e., seating arrangement, lighting, noise, etc.)
 - 5.20 recognize that discipline problems may arise in a classroom because of one or more of the following personal reasons:
 - 5.21 pupil-teacher conflict
 - 5.22 fatigue or boredom on the part of the teacher or pupils
 - 5.23 pupil's home situation
 - 5.24 sociological, medical or emotional problems of the pupil or teacher
 - 5.30 formulate, with the pupils in a class, a code of acceptable behavior within the parameters of the district and building procedures
 - 5.40 identify and analyze with the pupils in the class the causes of discipline problems
 - 5.50 adhere to the established code of discipline problems
 - 5.60 identify the person or persons with the unacceptable behavior and discipline only this person or persons
 - 5.70 indicate to the pupil(s) his disapproval of the unacceptable behavior by one of the following: verbal communication, non-verbal clues, a congruence of verbal and non-verbal communication
 - 5.80 identify alternate strategies for either alleviation or removal of the cause of the unacceptable behavior

Assessment Procedures and Conditions:

Given a determined situation, the candidate will be able to diagnose the reasons for possible disciplinary problems.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has demonstrated ability to diagnose and prescribe strategies for alleviating the cause of the unacceptable behavior in the classroom.

G. Competencies---building an instructional climate
and environment (Continued)

- 6.00 Since the behavior of the teacher is a major molding influence on the pupil, the teacher shall be able to demonstrate his awareness and acceptance of his pupils as persons by:
- 6.10 sharing with the pupil a good point which makes him valuable to himself and to society
 - 6.20 appropriate use of praise
 - 6.30 interacting with the pupil in a courteous, patient manner
 - 6.40 abstaining from the use of expressions or names interpreted by students as derogatory or demeaning
 - 6.50 employing verbal and non-verbal communication which will build the pupil's self image
 - 6.60 be consistent in the matter of privilege or discipline
 - 6.70 recognize and accept differences in dress, appearance, beliefs and practices which do not interfere with class instruction

Assessment Procedures and Conditions:

Given a specific situation, the candidate demonstrates his awareness of individual differences and shows a tolerance for diversities.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate shows understanding, patience, good humor in dealing with students and develops in the classroom an atmosphere of supportiveness and tolerance.

Supportive evidence:

Team Leader

Date (Certification of Competence)

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G. Competencies--building an instructional climate
and environment (Continued)

- 7.00 Since the safety of the pupils in a classroom or on a field trip is the legal responsibility of the teacher, the teacher should be able to:
- 7.10 inform the pupils of the basic rules of safety
 - 7.20 identify his legal responsibilities to his pupils in respect to safety
 - 7.30 exemplify safety rules at all times
 - 7.40 consider an infraction of safety rules as a discipline infraction and follow the outlined discipline procedures
 - 7.50 identify and utilize school district procedures to be followed in case of pupil accident or illness
 - 7.60 motivate the students to formulate a set of basic rules and responsibilities of the pupils to their fellow pupils

Assessment Procedures and Conditions:

Given a specific situation, the candidate interprets school regulations related to the safety of the pupils.

Assessment Criteria:

The candidate shows adequate knowledge of school rules and regulations as they relate to the safety of the pupils.

Supportive evidence:

Team Leader

Date (Certification of Competence)

Teacher-School-Community-Profession

The school, as a social institution in the community, consists of administrators, faculty, pupils and other support personnel. As the pre-service teacher enters the Teacher-School-Community-Profession in the intensified field experience, he will demonstrate the following competencies related to the school community.

A. Competencies--working relationships

Competencies related to Teacher-School-Community-Profession are to be assessed during the intensified field experiences by a team of experts.

- 1.00 Since the teacher must communicate with the personnel in the school-community, the teacher shall be able to:
 - 1.10 demonstrate common courtesies to all members of the community
 - 1.20 communicate his ideas and feelings in language understandable to all members of the community
 - 1.30 define and interpret the rationale for the inclusion of foreign languages in the curriculum and interpret this to students, administrator and community
- 2.00 Since the school-community consists of a variety of personnel, each with a specific function, the teacher shall be able to identify the function of the following personnel, if represented in the school-community:
 - 2.10 professional personnel--administrators, department chairperson, curriculum director, audio-visual director, librarian
 - 2.20 support personnel--clerical, custodial, para-professional
 - 2.30 pupil service personnel--guidance, school doctor, nurse-teacher, reading specialist, psychologist
- 3.00 Since a teacher must work in harmony with all personnel in the school-community, the teacher shall be able to:
 - 3.10 support colleagues insofar as their actions are consistent with established policy
 - 3.20 demonstrate that he can accept other persons, changes and constructive criticism

A. Competencies--working relationships (Continued)

4.00 Since professional activities are an integral part of the school-community, the teacher shall be able to:

- 4.10 identify the functions and participate in school committees, extra-curricular activities and co-curricular activities

Assessment Procedures and Conditions:

Given a simulated situation of a discussion with students and/or administrators and community members, the candidate will define and interpret the rationale for the inclusion of foreign languages in the curriculum.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has adequate knowledge and ability to define and interpret to students, educators and community members the rationale for the inclusion of foreign languages in the curriculum.

Supportive evidence:

Team Leader

Date (Certification of Competence)

B. Competencies--student records and communication with parents

- 1.00 Since teachers receive (privileged) information concerning students from such sources as other students, parents, pupil personnel service team or the pupil himself, the teacher shall be able to:
 - 1.10 decide whether or not this information should be transmitted
 - 1.20 select the appropriate person(s) to whom this information should be transmitted
 - 1.30 utilize this information to meet the pupil's needs
- 2.00 Since the school-community is governed by specific rules and organizational procedures, the teacher shall be able to:
 - 2.10 record the attendance of the pupils utilizing the district procedures
 - 2.20 record data concerning the pupil's learning progress utilizing the district procedures
 - 2.30 utilize the district or building handbook to identify and describe the procedures to be followed in each of the following: fire, fire drill, emergency evacuation, accident, illness of pupil, extreme discipline problems, safety procedures, field trips, guest speakers
 - 2.40 identify the correct procedures to follow when a specific situation is not covered in the district handbook

Assessment Procedures and Conditions:

Given a specific situation, the candidate will identify what is privileged information about students.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has demonstrated the ability to identify, record and utilize data classified as privileged.

B. Competencies--student records and communication with parents (Continued)

- 3.00 Since communication with the parents of students is an integral part of the teacher's role, the teacher shall be able to:
 - 3.10 use language that could describe pupil's performance understandable to the parent
 - 3.20 state the curriculum objectives in language that could be understood by the parent
 - 3.30 describe language that could elicit the parent's interests and concerns
 - 3.40 participate in parent-teacher conferences
 - 3.50 utilize the parent's interests and concern in meeting the pupil's needs
- 4.00 Since a large number of resources are available in the community, to meet pupil interests and needs, the teacher shall be able to:
 - 4.10 identify resources available in the community that apply to specific objectives in instructional units
 - 4.20 utilize community resources when feasible in the instructional process
- 5.00 Since the socio-economic climate of a community affects the cultural background, entering behavior, and physical welfare of students, the teacher shall be able to:
 - 5.10 identify and state the socio-economic climate of specific pupils in his classroom

Assessment Procedures and Conditions:

Given a simulated situation of a discussion with parents, the candidate will define and interpret the evolving foreign language curriculum.

Supportive evidence:

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has demonstrated the ability to interpret the goals of the foreign language curriculum to the community and to develop appropriate curricular goals as per students' needs and community needs.

C. Competencies--professional organizations and professional evaluation

1.00 Since professional organizations serve to meet certain needs of teachers in a school, the teacher shall be able to:

- 1.10 identify the specific local, state and national professional organizations found in the school district
- 1.20 identify the function of each of these professional organizations
- 1.30 identify the professional committees that are functioning for the growth of or the change in the profession
- 1.40 attend meetings of the professional organizations and committees when appropriate

Assessment Procedures and Conditions:

Given a situation for a conversation with appropriate experts, the candidate will give evidence of his awareness to his profession and that foreign language teaching is continuously evolving.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate gives evidence through familiarity with professional groups, their publications and their function.

Supportive evidence:

2.00 Since school districts now function under a teacher-district contract, the teacher shall:

- 2.10 read the current contract that exists in the school district
- 2.20 be able to identify and state the teacher rights and obligations in the contract
- 2.30 attend, where possible, meetings that develop the contract

Assessment Procedures and Conditions:

Provided a situation for discussion with appropriate experts, the candidate will demonstrate an awareness of major research studies and current literature in foreign language education.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate demonstrates adequate awareness of major research studies and current literature in foreign language education.

Supportive evidence:

C. Competencies--professional organizations
and professional evaluation (Continued)

- 3.00 Since professional evaluation is one major method a teacher can utilize to improve professionally, the teacher shall be able to:
- 3.10 actively seek analysis of his teaching by other professionals (i.e., sponsor teacher, other teachers, administrators, etc.)
 - 3.20 accept constructive criticism from other professionals and utilize their suggestions to improve his teaching performance
 - 3.30 gather data concerning his teaching performance utilizing educational technology (i.e., audio tapes, video tapes, etc.)
 - 3.40 utilize instruments that analyze teaching performance (i.e., Flander's interaction)
 - 3.50 utilize pupil evaluation in teaching (i.e., interview, questionnaire, etc.)
 - 3.60 display a sense of responsibility for professional growth and demonstrate his awareness that foreign language methodology is continuously evolving

Assessment Procedures and Conditions:

Provided a situation for a discussion with appropriate experts, the candidate will discuss the evolving objectives of foreign language education.

Assessment Criteria:

Based on the evaluation of a team of experts, the candidate has adequate knowledge of the evolving objectives of foreign language education.

Supportive evidence:

Team Leader

Date (Certification of Competence)

A Program Leading to Provisional Certificate
in the Teaching of French

General Requirements

1. All university college requirements (cf. University College Bulletin) apply to the programs in the Teaching French including:
 - a. Admission to the program
 - b. Minimum number of semester hours and minimum academic average
 - c. Distribution requirements
2. Professional Education Courses:
 - a. Professional Sequence, T.Ed. 321 (4); T.Ed. 400 (4)
 - b. Student Teaching T.Ed. 425-6 (6)
 - c. Methods of Teaching French IED 431-2 (4)
 - d. Professional Electives (4)

Note:

Registration in the Professional Sequence in Education is open only to students who formally apply to the Faculty of Educational Studies and who receive confirmation of acceptance prior to registration. Acceptance to the Professional Sequence is based on an assessment of the physical and mental health and academic competence of each applicant.

Applications for admission should be filed in the Office of Teacher Education before the Spring pre-registration period of the applicant's sophomore year.

The Professional Education requirements are completed by registering for T.Ed. 321, normally during the junior year, and a semester devoted entirely to full-time practice teaching and other education requirements either during the Spring or Fall semesters of the senior year. Schedules of courses must be arranged to leave this one semester free of other obligations.

Endorsement for student teaching and for certification will be given only after demonstration of competence in listening, speaking, reading, and writing as evidenced by satisfactory scores on the College Proficiency Tests in a student's major language. A student should take this proficiency examination during the last semester of his junior year. Application forms for this test are available at the Student Testing Office.

Students must take and complete satisfactorily two years of another foreign language which is not their major. Completion of this requirement is, however, not sufficient for certification in the second language.

It is strongly recommended that a student participate in the academic program abroad before his student teaching experience. The Grenoble program is specially conceived for future teachers in the humanities and social sciences. It is integrated into a normal undergraduate course of study and is considered the equivalent of a semester or a year in residence on the American campus. The program features, along with the usual options in French language, literature and civilization, an elective course in educational studies and a possibility for independent study and teaching English as a foreign language in a French school.

Center Programs

Teacher Education Centers provide practical, field-centered programs to supplement on-campus, theoretical course work. Students who are accepted into the Professional Sequence are expected to participate in the Teacher Education Center most closely aligned with their own desires and future plans.

In the first semester, students take TED 321, Educational Sociology, which includes class lectures and readings on the sociology of public schools as institutions. Discussions center on the socialization of individuals, the social structure of the schools, and the interaction of the schools with the communities they serve. The course also includes an on-site introduction to the school, the community and the classroom in the 2-4 hours each week of field-related activities.

During the second semester of the Center sequence, students enroll in TED 418, Teaching in Center Schools, which is designed to give students intensive practical experience as well as further theoretical background in teaching. Students observe and participate with various members of the school staff for approximately 4 hours per week in addition to class work. Emphasis is placed on the unique characteristics of the students, the school and the curriculum in the particular Teaching Center.

The last phase of the program takes place during the student teaching Professional Semester. All students enroll in: Educational Psychology (TED 400), Methods of Teaching (SUBJECT), a TED or SPF elective, and Supervised Student Teaching (TED 425 or 426). The first three courses generally comprise the first half of the semester, followed by student teaching in the second half of the semester. The TED elective in the Center Program is TED 419, Supervised Practicum in Teaching Methods (2 credits). This course provides intensive participation (6-8 hours per week), during which the student works closely with one cooperating teacher and becomes acquainted with his classes. Student teaching is usually done with the same cooperating teacher. No courses outside of education may be taken during this phase.

Course Work in French

The principal instructional element in a competency-based teacher education program is the instructional unit, which may be defined as a set of learning activities intended to facilitate the student's achievement of a specified behavioral objective or set of behavioral objectives. Basically, a unit of a course consists of the following elements:

- (1) A specific objective or set of objectives in behavioral terms
- (2) A series of instructional activities designed to help the student meet the objective or objectives
- (3) A mastery test designed to assess the student's level of mastery relative to the objective or objectives

Behavioral objectives alone are, of course, insufficient as a guide to a learning situation. They are combined with potential learner activities designed to ensure that the objectives are being mastered, with appropriate materials and evaluation techniques to ascertain when each objective has been accomplished in the behavior of the student.

Course emphasis in the present undergraduate program of the French Department:

211-212 offers a choice of options on the advanced underclass level which provide training in language skills, an introduction to contemporary French culture and contemporary French literature.

All upperclass literature courses contribute to the student's increasing knowledge of "Civilization and Culture" and, being taught in French, provide further training in language skills.

Upperclass courses which serve to develop language skills on a more advanced level or which deal with applied linguistics are:

- 343 Advanced Grammar and Composition
- 345 Phonetics
- 346 Diction
- 347 Introduction to the Structure of Modern French (Basic in AL)
- 348 Contrastive Analysis of English and French (Basic in AL)
- 349 Stylistics
- 413 Problems in French Linguistics
- 414 Syntax of French
- 415 History of the French Language

Upperclass courses devoted to Culture and Civilization specifically are:

- 355 Contemporary France (Basic in CC)
- 356 Political, Social and Intellectual Backgrounds (Basic in CC)

- 425 Topics in the History of Ideas
- 478 Seminar A (Civilization)

Recommendations for Certification

Students are recommended to the State Education Department for provisional certification by the Faculty of Educational Studies upon successful completion of the Professional Sequence and a planned program of academic and general education appropriate to the field of teaching within which certification is sought.